

Writing 100F: Fairy Tales and Feminism

Fall 2007
Office: Comenius 104
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Class: T, Th 3b (10:20-11:30 am)

Office Hours: T, W, Th 11:30 am-12:30 pm and other times by appointment.

Course Description

Even though they depict a supernatural world of enchantment, fairy tales have functioned for centuries to pass on norms, values, and gender roles. This course will explore elements of the fairy tale genre--such as narrative structure, myths, cultural symbols, gender, sexuality, constructions of class and ethnicity--and uses to which fairy tales have been put. Special attention will be given to the long-lost women narrators of fairy tales who motivated the Brothers Grimm and what these tales reveal about women's and men's lives in historical, social, and contemporary context.

Goals and Objectives

The general goals and objectives for this course are outlined in the Writing 100 Guidelines, but the following are the more particular course objectives for Writing 100F. By the end of the semester, you should be able to:

- A) Understand writing as a way of thinking, as a process that constructs knowledge, and as a form with different styles, formats, and audiences.
- B) Recognize a variety of writing styles; use interpretative, evaluative, and creative genres well, and coherently employ grammar, language, style, citations, tone, and theme.
- C) Efficiently use information technology for writing and research, critically evaluate credible sources, analyze the value of diverse resources, and cohesively present research results.
- D) Engage effectively in critical thinking, in analysis, in reading, and in the synthesis and discussion of ideas.

Course Guidelines

1. All work must be submitted on due date for full credit. **Late assignments are NOT accepted.**
2. All assignments must be typed, double-spaced, printed, clipped or stapled, use complete sentences, correct grammar, spelling, and punctuation. All assignments must be personally handed to the instructor. No handwritten assignments will be accepted. No emailed assignments will be accepted **except in case of emergencies and not without prior permission of the instructor.**

3. Undocumented absences after the first will be penalized at 5% per absence off your final grade. Two late arrivals to class will be counted as an absence. Appropriate documentation for absences will be accepted in the following cases: verifiable illness, family emergency, extended leave, and school-sponsored events.

4. In case of any crisis or emergency, or an extended absence from class, you must inform your professor through Learning Services or the Academic Dean's Office.

5. Learning disability accommodations: students who wish to request accommodations in this class for support of learning disabilities should contact Learning Services (x1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

6. These guidelines are intended for the benefit of the students as far as clarification of the instructor's expectations for the course; however, in exceptional circumstances the instructor reserves the right to exercise discretion in the application of these guidelines to individual cases or to refer a particular case to the Academic Dean if necessary.

Classroom Expectations

- 1) Respect for others' answers and views.
- 2) Equal time for opposing opinions.
- 3) Disruptive behavior during class will result in your dismissal from the class the first time, after that, disciplinary action will be taken.
- 4) Cell phones need to be turned to OFF and put away in a purse or bookbag during class. Use of cell phones in any way during class will result in dismissal from class and be counted as an absence.
- 5) Non-alcoholic drinks are allowed in class, other food is not.
- 6) Attention to course related material only.
- 7) Necessary breaks at the discretion of the instructor.

Required Texts: Available at the college bookstore-

- Paradiz, Valerie. *Clever Maids: The Secret History of the Grimm Fairy Tales*. NY: Basic Books, 2005.
- Gould, Joan. *Spinning Straw Into Gold: What Fairy Tales Reveal About the Transformations in a Woman's Life*. NY: Random House, 2006.
- Tatar, Maria, ed. *The Annotated Brothers Grimm*. NY: W.W. Norton and Co., 2004.
- Hacker, Diana. *The Bedford Handbook for Writers*, 7th ed. MA: Bedford/St. Martin's, 2006.

Course Requirements

A. Graded Requirements

Participation and Peer Review-(10%)-Class participation includes coming to class on a very consistent basis, keeping up with assigned readings by thoroughly reading and thinking about the readings before coming to class, active involvement in interactive

lectures, substantive contributions to discussions, and engagement with in-class activities. For class participation, **effort counts heavily. Attempting to answer a question, asking a question, or voicing an opinion and supporting it are all part of participation.** I will evaluate your participation highly if you: a) attend class regularly; b) discuss the videos and readings I make available; c) raise relevant questions and offer thoughtful comments; d) demonstrate you understand the material by your full involvement during in-class activities; e) engage effectively in peer-review sessions in class. Every class session is counted toward your final participation grade. **If you do not participate actively in each class, you will reduce your participation grade by 50% for each given day.**

Analytical (Literary Interpretation) Paper-(15%)-will be a three to four page paper that examines the gender-related literary elements and devices in the fairy tale, "Snow White" (Tartar, pp. 240-255). The purpose of this paper will be to analyze how the gender-related literary elements of word choice and language use convey the authors' ideas about masculinity and femininity, female and male roles in society, and women's and men's lives. In this paper, you will need to identify the word choices and language usage that are important to the authors in terms of gender and provide specific, concrete evidence from the fairy tale text (i.e. quotations, paraphrasing, summary, citations) to support the argument you are making about the use of these gender-related literary elements by the Brothers Grimm in their fairy tales. The first draft of this paper will be due in **week three**; the final draft will be due in **week five**. Check the syllabus for the specific dates. Detailed guidelines for this paper will be handed out in the first week.

Narrative (Fairy Tale/Feminist Perspective) Paper-(15%)-will be a four to five page creative writing paper that asks you to write yourself into an existing fairy tale, chosen from the Tartar book, as a character fitting the time period in which the Grimms set this fairy tale. The character you create for yourself must participate, take action, or be engaged in the story in such a way as to shift the plot, moral, and meaning of the tale to one that shows gains in strength and empowerment for the men and the women of your chosen story. This paper serves a number of purposes: to sum up your experience in this class of reading and interpreting of fairy tales; to showcase your learning in terms of literary genre, devices, and strategies; and to demonstrate the growth in your writing abilities. Guidelines for this paper will be handed out in week three. The first draft of this paper will be **due in week eight**; the final draft in **week ten**. Check the syllabus for the specific dates.

Homework-(10%)-there will be ten homework assignments for this class over the course of the semester. Homework will be due in class on 8/30; 9/4; 9/6; 9/18; 9/20; 10/2; 10/16; 10/23; 10/25; and 11/6. Each homework assignment will be explained in the class period during which it is assigned, and will be tailored to the research project, portfolio, and the analytical and narrative papers. The main goal of the homework is to assist you in your efforts on these assignments and to give you written material to revise and reflect on for your portfolios. All of the homework assignments will be directed toward different styles, formats, and conventions of writing. Notations on the syllabus

schedule indicate when homework is due in class.

Research Project: Annotated Bibliography-(5%)-An annotated bibliography is a list of citations to books, articles, and documents, in which each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The annotated bibliography for this paper will be applied to the sources required for your research project's written report and presentation. In the annotated bibliography you will need to cite (and annotate) the complete list of those books, articles, documents, and online sources that you will use in your research. The basic requirements for sources in this bibliography and on the research project are the following: one book, five journal articles, and no more than three online sources. The assigned books for this class cannot count toward this list of sources, although you may use them in your research. The bibliography will be **due in week six**. Guidelines for this and the research project will be distributed in class during week two.

Research Project: Presentation-(10%)-will be a 5 minute oral presentation using a self-designed poster that examines the world (Napoleonic Wars, 1799-1815 CE), cultures, ascribed gender roles, social values, political struggles, and expected masculine and feminine behaviors that shaped the Brothers Grimm's collection, inscription, and publication of their fairy tales. The main goal of your research will be to better understand the social, cultural, economic, and political milieu that produced the Brothers Grimm fairy tales. The primary purpose of your presentation will be to compare that milieu to the world, cultures, ascribed gender roles, social values, political struggles, and expected masculine and feminine behaviors of your own time and place. More specifically, how does living in a time of war, in a country that is at war, impact expected masculine and feminine roles and behaviors, social values for the different genders, and gender politics? Presentations will take **place over three class periods in weeks fourteen and fifteen**. Each of you will be assigned a date for your presentation based on a random selection by the instructor. Guidelines for the research project will be distributed in class during week two. Instructions in and assistance with the research project will take place during class throughout the term.

Research Project: Written Reports- (15%)-will be a five to six page summary, evaluation, and critique of your research project. Your written report will be divided into five distinctly marked sections: introduction, summary, evaluation, critique, and conclusion. The main goal of this write up will be to convey what you have accomplished in your research, to condense your findings, to evaluate those findings in relation to the broader issues that have emerged from the class, and to identify ways in which your research could be improved. The written reports for the research project will be **due in week thirteen**. Check the syllabus for the exact date. Guidelines for the written reports will be distributed in class during week three.

Portfolios-(10%)-will be a compilation of a selection of your work throughout the semester. You will need to have a folder dedicated to this assignment. Portfolios will be collected only once, **in week eleven**. Check the syllabus for exact dates. The contents of the portfolio will be based on a selection of the work you do during the term,

but its exact contents will be up to you. The goal of the portfolio is for you to gather together a selection of your work that includes prewriting, free writing, revisions of certain homework assignments, revisions of pre-writing and free-writing, and reflections on assigned readings that, in your estimation, best demonstrate your progress in writing over the time period in question. In addition to the materials you compile for me to see, you will NEED to include a two page, typed, 12 font, single-spaced explanation of the following: what you have included in the portfolio, why you have included those pieces of writing, and how the collection of pieces demonstrates progress or growth in your own writing during the semester. There is a great deal of freedom in terms of how you put together and evaluate your own performance in these portfolios, but **the explanatory sheet will be needed in order to get any credit on the portfolio.** None of the papers or larger assignments are to be included in this collection because I will be using a different rubric to evaluate your progress on those assignments. The portfolios are a chance to show me progress or growth of which I might not be aware, but that you have seen in your own writing, so use them to your advantage!

Pop quizzes-(10%)-There will be 6 unannounced (“pop”) quizzes throughout the semester. These quizzes will be worth 20 points each. Quizzes will consist of questions on both grammar and content from the daily readings. You will be able to drop your lowest scored quiz, but **there will be no make-up quizzes.**

B. Grade Components

Your final grade in this course will be determined as follows:

Participation and Peer Review	10%
Literary Analysis Paper	15%
Pop Quizzes	10%
Homework	10%
Narrative Paper	15%
Annotated Bibliography	5%
Research Project Written Reports	15%
Research Presentation	10%
Portfolios	<u>10%</u>
	100%

Guidelines (Rubric) for Written Assignments (Written by Ben Slote and modified slightly by Ann Bomberger)

1) Written work in the A range is based on an original, logical and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with its argument); it brings in specific, relevant examples to back up its assertions; its points, at each turn, are clearly articulated: the words carry precise meaning, they don't obscure it; its sentences use only the words their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); if appropriate it accurately and thoughtfully uses other sources; and its sentences are without the grammatical, spelling, or typographical mistakes that exacting

proof-reading would catch. (All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-.)

2) Written work in the B range: a very good paper, the writing of which is clearly, thoughtfully, and effectively executed. What sometimes prevents an "A" is a lack of originality, thorough thinking or careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.

3) Written work in the C range: some conspicuous flaw usually earns an essay a C; its argument is really underdeveloped, it contains only minimal textual support, it has problems with organization and/or sentence clarity, it is in dire need of proofreading.

4) Written D work either contains more than one of the large problems cited in the "C" description or finds another way to convince its reader that the author has not spent nearly enough time on the thinking or writing in the essay.

5) Written work that earns an F misses on all criteria (originality, articulateness, persuasiveness, organization, the absence of mechanical mistakes).

Final Grade Scale (in percentage, not points)

93-100	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
less than 60	F

Note: It is within the instructor's purview to apply qualitative judgment in determining grades for any assignment and for the course final grade.

Academic Honesty Policy

All students are expected to follow the principles of academic honesty as set out in the policies of Moravian College. See the Student Handbook for details. Any and all written work must be done in your own words (with the exception of direct quotations which are clearly indicated as such), and written work must include proper citations indicating the sources for any ideas, concepts, facts, or other information derived from others, whether or not you have restated it in your own words. Any cases of suspected cheating or plagiarism will be referred to the Academic Affairs Office. Academic dishonesty may result in a failing grade in the course.

Schedule and Assignments (Schedule may be changed at the discretion of the instructor; advance notice will be given)

*You will be expected to spend 2 1/2-3 hours on work outside of class for every hour in class.

*Be sure to bring assigned readings to class each day. We will use them for in-class assignments, some of which will be graded. Your grade for the day may depend on your remembering to bring your book to class.

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
1: Tues 8/28	Introduction: Memory, Culture, Gender, & Fairy Tales	None Gaiman, "Tales in the Sand"(Handout)
1: Th 8/30	Fairy Tales, Comparative Perspective, and the Writing Process	Finish Gaiman, "Tales in the Sand"(Handout); King, pp. (Handout) Homework due
2: Tues. 9/4	The Maiden	Gould, pp. 1-20 "Snow White" (Tartar, pp. 240-255) Homework due
2: Th. 9/6	Widowed Mothers, Sons, and the Wolf at the Door	Paradiz, Ch. 1 "The Wolf and the Seven Goats"(Tartar, pp. 29-35) Homework due
3: Tues. 9/11	Leaving Home, Witches, and Temptation	Gould, Ch. 2
3: Th. 9/13	Manhood, Loss, and Folkways	Paradiz, Ch. 2 "The Fisherman and His Wife" (Tartar, pp. 86-99) Literary analysis (first draft) due
4: Tues. 9/18	Adolescence: The Feminine Version	Gould, Ch. 3 "Cinderella" (Tartar, pp. 113-127) Homework due
4: Th. 9/20	Biblical Tales, Myths, and Gender Surviving ("Child of Mary" in class)	Paradiz, Ch. 3 Tartar, pp. 359-364 Homework due
5: Tues. 9/25	Dust to Diamonds not Rags to Riches	Gould, Ch. 4

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
5: Th. 9/27	Feminine Virtues and Vices	Paradiz, Ch. 4 “Fitcher’s Bird” (Tartar, pp. 201-207) Literary analysis (final draft) due
6: Tues. 10/2	Sleep and Transformation: The Feminine Version	Gould, Ch. 5 “Sleeping Beauty” (Tartar, pp. 232-239) Homework due
6: Th. 10/4	Brothers, Sisters, and Stepmothers	Paradiz, Ch. 5 “The Six Swans” (Tartar, pp. 224-231) Annotated Bibliography due
Oct. 6-9, 2007 (Sat.-Tues.)	Fall Break	No classes
7: Th. 10/11	Paternal Authority and Marriage	Paradiz, Ch. 6 “The Twelve Brothers” (Tartar, pp. 36-43)
8: Tues. 10/16	Sacrifice and Pregnancy	Gould, Ch. 6 “Hans Dumm” (Tartar, pp. 373-375) Homework due
8: Th. 10/18	Self-Sacrifice and Virtue in Comparative Perspective	Paradiz, Ch. 7 “Mother Holle” (Tartar, pp. 128-134) Narrative Paper (first draft) due
9: Tues. 10/23	How Cultures Change: Revisionism and Whitewashing in Fairy Tales	Gould, Ch. 7 “Furypelts” (Tartar, pp. 291-300) Homework due
9: Th. 10/25	Of Enchantment, Victims, and Speaking Animals	Paradiz, Ch. 8 “The Magic Table, The Golden Donkey, and the Club in the Sack” (Tartar, pp. 166-182)

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
		Homework due
10: Tues. 10/30	Beauty and Desire	Gould, Ch. 8 "The Singing, Soaring Lark" (Tartar, pp. 301-309)
10: Th. 11/1	True Love: The Masculine Version	Paradiz, Ch. 9 "The Worn Out Dancing Shoes" (Tartar, pp. 330-337) Narrative Paper (final draft) due
11: Tues. 11/6	Heros and Beasts	Gould, Ch. 9 & 10 "A Fairy Tale About a Boy Who Left Home to Learn About Fear" (Tartar, pp. 14-28) Homework due
11: Th. 11/8	Switched Identities	Paradiz, Ch. 10 "The Goose Girl" (Tartar, pp. 310-321) Portfolios due
12: Tues. 11/13	Brides: Good and Bad	Gould, pp. 189-214 "Snow White and Rose Red" (Tartar, pp. 341-352)
12: Th. 11/15	War, Suffering, and Fortune	Paradiz, Ch. 11 "Godfather Death" (Tartar, pp. 194-200)
13: Tues. 11/20	Homes, Confinement, and Isolation	Gould, Ch. 12 "Rapunzel" (Tartar, pp. 54-62) Research Project Written Reports due
November 21-25, 2007 (Wed.-Sun.)	Thanksgiving Break	No classes
14: Tues. 11/27	From Bride to Matron	Gould, Ch. 13 "The Juniper Tree" (Tartar, pp. 208-223)

Class Session Date	Topic	Assigned Readings and Assignment(s) Due
14: Th. 11/29	Storytelling, Power, and Tempting the Fates	Paradiz, Ch. 12 "The Golden Goose" (Tartar, pp. 282-290) Research Project Presentations
15: Tues 12/4	The Crone: The Age of the Spirit	Gould, pp. 285-311 "Hansel and Gretel" (Tartar, pp. 72-85) Research Project Presentations
15: Th. 12/6	Endings	Gould, Ch. 16 "The Golden Key" (Tartar, pp. 353-356) Research Project Presentations